

# Halton District School Board

## *Operational Policy*

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<b>NUMBER:</b>	<i>to be determined</i>
<b>TOPIC:</b>	<b>Community &amp; Private Services in Classrooms</b>
<b>EFFECTIVE:</b>	<b>February 2006</b>
<b>CROSS-REFERENCE:</b>	<b>NA</b>
<b>REVISION DATE:</b>	<b>February 2009</b>
<b>RESPONSIBILITY:</b>	<b>Superintendent of Education (Student Services)</b>

### **POLICY STATEMENT**

The Halton District School Board strongly believes in and strives to achieve formal partnerships with a variety of community agencies in order to enhance services to our students, classrooms and schools.

The Halton District School Board does not, however, endorse nor agree to requests to allow privately purchased special services and third party programs to work with children in Halton District School Board schools, and/or delivered to students within the instructional day.

### **PROCEDURES**

There are a number of community agencies that wish to offer programs and services in the schools. For example, Community Care Access Centres (CCAC) brokers services such as occupational therapy, physiotherapy and speech therapy.

A protocol has been developed that outlines a process for a community agency to explain the services that it would like to have considered for use in schools. Such a protocol has allowed the Student Services Department, School Program Services and Director's office to facilitate this process and thus to identify service gaps and prevent services from overlapping.

Therefore, on an annual basis a letter explaining this process will be sent to Community Agencies with the protocol attached.

The Halton District School Board does not agree to, nor endorse requests to have privately purchased special services and/or third party programs delivered to children within Halton District School Board schools within the instructional day. These services include but are not limited to Speech Language Services, Behavioural Services, tutoring, counselling etc.

School staff does however, work with families who have purchased specialized services for their children in their home or in the community. The principal must authorize any school involvement of services purchased by parents. The type of involvement may include providing observation opportunities (limited to one or two times per year), and meetings/case conferences (for the purpose of such things as sharing goals/strategies, planning for transitions, and providing for the generalization of skills). When observations are completed discussion or further problem solving should occur at a designated follow up meeting, so as not to disrupt the classroom learning. Recommendations to staff cannot occur during this time, as this will be disruptive to the classroom as a whole.